



September 13, 2012

Dear Friends,

We hope you enjoy this week's edition of the Newsflash!

Sincerely,

The Firelight Team

(Call for Applications) Sida International Training Programme: Child Rights
(Call for Proposals) \$100,000 ONE Africa Award for African NGOs working for MDGs
(Call for Proposals) STARS Foundation's \$100,000 Unrestricted Funding through Impact Awards
(Resource) Consulting with Children: How to increase children's participation in development programs

(Call for Applications) Sida International Training Programme: Child Rights

The Swedish International Development Agency (Sida) in partnership with Lund University Commissioned Education is organizing the the 'Child Rights, Classroom and School Management' as part of the International Training Programme (ITP).

The training will be held in two parts:

- Part 1: April 29 – May 23, 2013 in Lund, Sweden
- Part 2: 10 days in Oct/Nov 2013 in Vietnam

The overall objective of the programme is “to improve participating countries’ capacity to offer and ensure everyone’s right to relevant and quality education, an education that is safe and secure, inclusive, student-centred, democratic and problem-solving and that creates opportunities for all, regardless of background, to participate in community life as active citizens.”

Invited countries:

Africa: Burkina Faso, Egypt, Ethiopia, Liberia, Mali, Malawi, Mozambique, Namibia, Sierra Leone, South Africa, Tanzania, Uganda, Zambia and Zimbabwe

Asia: Afghanistan, Bangladesh, Cambodia, China, India, Indonesia, Sri Lanka and Vietnam.

Latin America: Bolivia and Colombia

Sida will cover the costs of:

- participation and training such as lectures, literature, documentation, study tours and certain social activities
- accommodation including board and lodging, international travel cost to and from Sweden
- international travel cost to and from Vietnam
- Costs incurred in travelling to the nearest international airport as well as visa costs are to be paid by the participants.

Deadline for Submission: 2 December 2012

For more go

to: [https://itp.sida.se/itp/Programcatalog.nsf/0/390D1785233D080BC12578FB00283278/\\$FILE/290A_Child%20Rights_2013_Web.pdf](https://itp.sida.se/itp/Programcatalog.nsf/0/390D1785233D080BC12578FB00283278/$FILE/290A_Child%20Rights_2013_Web.pdf)

(Call for Proposals) \$100,000 ONE Africa Award for African NGOs working for MDGs

The ONE Africa Award has announced a call for applications for organizations in Africa to apply for the \$100,000. The awards seeks to recognize, reward, and advance the exceptional work of organizations, founded by Africans and based in Africa, dedicated to helping Africa achieve the Millennium Development Goals (MDGs).

The \$100,000 award will bring recognition to innovative African efforts to fight poverty and will incentivize more of such efforts (The award may be split into two prizes in order to award two smaller organizations better able to absorb a smaller monetary award).

Award recipients can be exceptional individuals, organizations or other groups demonstrating commitment and success in assisting Africans in meeting one or more of the MDGs through innovative advocacy based programs.

Qualified recipients may be engaged in direct services to achieve any of the MDGs but must demonstrate a strong advocacy component integral to the delivery and success of their programs.

Qualified recipients may be advocacy/pressure groups and think tanks engaged

in governance activities such as the monitoring of flows of resources and/or holding governments accountable to commitments to MDG attainment.

Deadline for Submission: 23 September 2012.

For more go to: <http://one.org/c/international/hottopic/3788/>

(Call for Proposals) STARS Foundation's \$100,000 Unrestricted Funding through Impact Awards

Source Link: <http://www.fundsforngos.org/latest-funds-for-ngos/stars-foundations-100000-unrestricted-funding-impact-awards/#ixzz26NyStMyW>

The STARS Foundation has announced its annual funding opportunity through its Impact Awards 2013 which provides \$100,000 of unrestricted funding and technical support to NGOs across Africa-Middle East and Asia-Pacific working in areas of Health, Education, Protection and WASH (Water, Sanitation and Hygiene) and focused on helping disadvantaged children.

The main Impact Award will be given to four winners per region (one each in Health, Education, Protection and WASH). This bespoke package will consist of:

- \$100,000 of unrestricted funding
- A bespoke package of consultancy and PR support
- Media training
- A portfolio of high quality photos
- A film that showcases their work
- A week in London for a representative to receive the Award and meet

potential partners

In addition, smaller Awards of different sizes will be made at the discretion of STARS' Board of Trustees for the Runners Up and Rising Stars which include unrestricted funding, a bespoke package of consultancy, and PR support and a portfolio of high quality photos that showcases their work

Rising Stars will in particular be encouraged to be part of a STARS initiative around accelerating their development as outstanding grassroots organisations that demonstrate potential.

Each organisation will also benefit from the opportunity to work together with STARS for up to one year to promote their plans to other donors and seek to raise additional funding.

Locally registered organizations in the following countries are eligible to apply for this funding opportunity:

Africa and Middle East:

Algeria, Angola, Benin, Botswana, Burkina Faso, Burundi, Cameroon, Cape Verde, Central African Republic, Chad, Comoros, Cote D'Ivoire, Democratic Republic of Congo, Republic of Congo, Djibouti, Egypt, Equatorial Guinea, Eritrea, Ethiopia, Gabon, The Gambia, Ghana, Guinea, Guinea-Bissau, Iran, Iraq, Jordan, Kenya, Lebanon, Lesotho, Liberia, Madagascar, Malawi, Mali, Mauritania, Morocco, Mozambique, Namibia, Niger, Nigeria, Occupied Palestinian Territory, Rwanda, Sao Tome & Principe, Saudi Arabia, Senegal, Sierra Leone, Somalia, South Africa, Sudan, Swaziland, Tanzania, Togo, Tunisia, Uganda, Yemen, Zambia, Zimbabwe.

Deadline for Submission: November 12, 2012

For more go to: <http://www.starsfoundation.org.uk/apply/>

(Resource) Consulting with Children: How to increase children's participation in development programs

INTRODUCTION:

For many years, we have been working to improve the lives of children without asking them what they really wanted or needed. Adults have made these decisions for them, but with recent developments related to children's rights and child participation, it is becoming increasingly evident that children have a lot to say about their needs, and that it is definitely worth listening to them.

It is important to recognise children as a distinct group, with their own needs, perceptions, skills and opinions. However, not all children are the same. They form as diverse a group as adults and belong to as many different social groups. It is as important to recognise the differences between them as those between children and other groups such as adults. This is particularly the case with the most marginalised children, whose needs are often forgotten. In fact, children usually know their own situation best, can often identify those aspects which they would like changed and may even have sensible suggestions as to how to go about it. Thus their contributions can be both relevant and useful.

Although many organisations are beginning to realise children's potential and right to participate, they often find it difficult to involve children fully in their activities. Staff perceptions of childhood and children's capacities as well as their skills in working with children can lag behind the organisation's theoretical position, so it is important to ensure that the necessary attitudes and skills are developed both in the children and the staff. R

remember that the greatest obstacles to full child participation are adult's perceptions and prejudices!

With all this and much more in mind, and to enable future program planning to take children's views, needs and aspirations into account, Plan-Togo organised a children's consultation at the end of 2004, before moving into its new program cycle. This manual describes a series of activities designed to be carried out with children to this end¹. It is based on the Child-to-Child and other participatory approaches, which allow children to take an active part in improving their own well-being, and is designed for facilitators with some experience of such techniques. It is hoped that these activities will enable children to express their views and help the adults working with them to listen to them.

The activities in this manual give children the opportunity to explore their village and the problems faced by the children who live there, then to imagine and describe the village and life that they would like. Children living in areas where Plan is already working can then consider the efforts already being made by Plan and all other actors in their village/community and suggest ways of improving these, while also considering any gaps which they would like to be addressed. Children living in areas where Plan is not yet working need just consider the ways they would like their lives and villages to be improved.

WORKING AND COMMUNICATING WITH CHILDREN

Child-to-Child encourages children to take an active part in the promotion of their own health and well-being and that of their families and communities. In order to do so, it is necessary to establish a different kind of relationship with the children, one in which they are considered as partners with a responsible and valuable role to play in the community. Their opinions and efforts must be respected and encouraged, so that they can develop the knowledge, skills, awareness and attitudes which will allow them to fulfil this important role.

This is rather different to the traditional role children play in most societies and involves a new way of behaving with children and relating to them. This is not always easy because our behaviour with children is very much dependent on how we were treated as children and society's view of how they should be treated. However, in all the places where children have been allowed this type of initiative and responsibility, they have done as much and even more than was expected of them. The role of adults in encouraging them to participate in action to promote health is an important one and can be considered under four main sections:

1. Establishing a good working relationship with the children.

- 2. Helping them learn and develop their potential.**
 - 3. Building their self-confidence and self-esteem.**
 - 4. Encouraging them to develop a responsible attitude towards others and a sense of community.**
- All of these are important but the last three all depend on the first.**

ESTABLISHING A GOOD WORKING RELATIONSHIP WITH THE CHILDREN

This means a relationship of mutual respect and trust, in which they are considered partners.

Everyone forms relationships according to their own personality. This is natural and indeed it would be insincere to do otherwise. However, our culture and our own experiences as children also influence how we behave with children. If adults treated us as though we were stupid and irresponsible when we were children, this will affect our behaviour and feelings as adults and in turn how we treat others, especially children. It is important to be aware of this and treat children in a way that will make them feel good and confident.

- Children are people and should be treated as such, even if they are younger and less experienced. We should not treat children as though they know nothing and we know everything. They are not empty vessels, as many adults think.
- Children are almost always shy with people they do not know well. It takes time and patience to get to know each other and build up a relationship of trust, in which it is easy to communicate and work together. Be patient and encourage the children, but do not push too hard or they will feel uncomfortable. Playing games and enjoying yourselves together often helps to establish a more relaxed atmosphere. It is very important to create a pleasant atmosphere.
- Not all children are the same and so we need to get to know them in order to find the best ways to work with them.
- Listen to them carefully and let your expression and actions show this. Respect and value their opinions and efforts, their feelings and needs. If they make a mistake, point this out tactfully and discuss the situation, but do not just criticise them in a negative or brusque way. This will destroy any relationship that you have built up so far.
- Children express themselves in several different ways: verbally, through play, and through gestures (including body language and facial expressions). We need to be aware of all of these and respect the importance of play for children, both as a means of discovering the world but also expressing themselves.

- Be patient and try to understand their needs. Only help them when they need help. If they can do it themselves, let them. They will learn best by doing.
- Treating children kindly will achieve far better results than excessive discipline and will build trust, whereas rudeness and unkindness will only make them (like everybody else) withdraw and not want to continue.
- Try to treat all children equally—having favourites can be very destructive.

HELPING THEM TO LEARN AND DEVELOP THEIR POTENTIAL

Children spend most of their time learning and preparing for adult life. Through play and imitating others, they are experimenting all the time and discovering as much as they can about the world. We should encourage them as much as possible.

- Teaching means “helping people learn”, so we are only good teachers to the extent that our pupils learn. Knowing a lot is not enough, neither is talking a lot, if no one can understand what we say. It should be important to us that our students learn and it should also be important to them. But this often depends on our attitude too. Use stimulating and interesting methods, for example discussions, problem-solving, discovery methods, and not just lectures to help the children learn better and develop their potential and self-esteem.
- Avoid the top-down approach. Do not treat them as empty vessels into which your job is just to pour information. Always find out what the children know already and base future work on their experience and knowledge. They already know many things and you can also learn from them. We learn from each other.
- If the children participate and are active in the learning process, they will learn much better.
- Do not pretend to know everything. Nobody does! Allow questions and criticism as long as this is done in a friendly and respectful way. This honesty will encourage trust.
- Children learn through play, not only how to think, but also how to use their muscles, to coordinate their movements, to balance, express themselves, socialise, etc. They should be encouraged in this and helped with toys and games.
- Children are naturally curious and we should stimulate this with questions, discussions and activities which help their intellectual development. We should encourage them to discover things for themselves and to learn to think, observe, question and explore. Small children especially need a stimulating and challenging environment

. But all learning can be interesting and fun.

BUILDING THEIR SELF-CONFIDENCE AND SELF-ESTEEM

If children (and indeed adults) are to play an active role in their communities, they need to feel able to do so and feel that they are valuable members of that community. All education should increase children's feelings of self-confidence and self-esteem.

- Use methods and treat the children in a way which encourages them to develop their self-confidence and self-esteem, this will help them feel that they have a valuable contribution to make.
- Allow them to develop their own ideas and initiative. Encourage them in this. Even if their ideas are not the best possible ideas, they are theirs and it is important that the children feel that they are valued. We should be sincere in this and point out any problems or mistakes but in a friendly and constructive way. Holding discussions also helps them gain experience and confidence in their ability to express themselves.

Encouraging them to develop a responsible attitude towards others and a sense of community

What the children learn should be applicable in everyday life and therefore practical. Based on what they know already, it links their home and community life to what they are learning, whether in school or elsewhere.

- Make sure that what they learn can be put into practice in the community and now rather than in a few years time when they may no longer remember it.
- Encourage them to be co-operative, rather than competitive, and to help the children who are a bit slower, for whatever reason.
- Use the information that they bring from their homes and communities as a basis for as much work as possible. This makes it immediately relevant to them and allows them to take what they learn back into their communities, where it may be of use

For example activities to promote child participation go to: <http://plan-international.org/files/Africa/WARO/publications/consulting-with-children>

As part of the Firelight Foundation's Capacity Building Program, Firelight provides "Newsflashes" to share relevant resources and information with our active grantee-partners via weekly emails and via post on a monthly basis. We

hope that by facilitating access to information for grassroots, community-focused organizations, programming for children and families, as well as organizational development, is enhanced. Past editions of the Firelight Newsflash can be found on our website: <http://www.firelightfoundation.org/newsflash.php>. We welcome your comments, feedback and ideas for upcoming Newsflashes at newsletter@firelightfoundation.org.

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